



NCCA

An Chomhairle Náisiúnta
Cúraclaim agus Measúnachta
National Council for
Curriculum and Assessment

Report on the consultation on the draft specification for Leaving Certificate Climate Action and Sustainable Development

June 2024

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Introduction

The Senior Cycle Review: Advisory Report (NCCA 2022) was published in March 2022 following the response from the Minister for Education, Norma Foley, TD. Actions outlined in the Advisory Report include a review of existing curriculum components - subjects, modules, and programmes. In March 2022, the Minister for Education requested that NCCA undertake a series of actions to support the realisation of her vision for a redeveloped senior cycle as set out in [Equity and Excellence for All](#) (Department of Education, 2022.) One key action set out in this plan was that a schedule of senior cycle subjects and modules for redevelopment be prepared for approval by the Minister.

NCCA subsequently prepared a schedule of subjects for review, which was organised into a number of tranches. The redevelopment of Tranche 1 subjects will be completed in 2024 for introduction to schools in 2025. The redevelopment of the specification for Leaving Certificate Climate Action and Sustainable Development (CASD) is included in Tranche 1.

The draft Leaving Certificate CASD specification was made available for national public consultation from 2nd February to 5th April, 2024. The aim of this consultation was to seek the open and honest views of the public in relation to the curriculum and assessment arrangements in the new draft specification for Leaving Certificate CASD. The key areas of focus within the consultation were

- Overarching feedback
- Rationale, aims, and key competencies
- Teaching and learning
- Learning outcomes - clarity and coherence
- Additional Assessment Component
- Manageability and appeal of CASD
- Supports necessary for enactment.

The responses to the consultation indicated a very positive perspective on the specification overall, albeit there were some polarised views. The document stood up very well to scrutiny, with a broad welcome for the structure of the subject and helpful suggestions for improving the learning set out in the strands of study.

There was a strong endorsement for the rationale and aims, and the means by which key competencies could be developed through Leaving Certificate CASD. The emphasis on action in the subject was welcomed, with students, teachers, and school leaders in particular recognising this as an exciting and novel addition to the senior cycle experience. The values and principles underpinning the learning were welcomed, particularly the emphasis on hope, realistic optimism, effective action, and the connection between local and global and student-led learning. Many acknowledged the unique integrated nature of the subject, drawing from a variety of disciplines, including Geography and science but also social science.

In contrast, diverse views were noted on the overlapping nature of Leaving Certificate CASD with other subject areas, in particular Geography, and the implications for the perceived status of these

subjects. There were also concerns expressed around challenges associated with supporting the affective dimension of learning in the subject and navigating the complexities of the climate crisis.

The design of the additional assessment component, an Action Project, was broadly welcomed throughout the consultation, but concerns around its perceived manageability in 20 hours were raised.

The following sections of this report will elaborate in more detail on aspects of these general findings. Section One provides an overview of the consultation process. Section Two provides insights into the feedback from the consultation while Section Three presents key considerations and conclusion.

Section 1: Consultation Process

Consultation is a key aspect of NCCA's work, where advice is shaped by feedback from the public, schools, settings, education interests and others. The following section presents an overview of the methodological approach employed during this consultation which is underpinned by the principles set out in NCCA's Research Strategy (2023) and provides a summary of engagement during the consultation.

Methodological approach

The eight-week consultation for the review of Leaving Certificate CASD included multiple modes of engagement:

- An online survey
- An online written submission
- A national consultation event
- A school-based review.

A self-selecting sampling approach was used for the online survey and submissions, and national consultation event. An open call to all schools invited expressions of interest to support gathering insights from schools, and a representative sample was selected from the 13 schools that expressed an interest in becoming involved in Leaving Certificate CASD curriculum developments. The eight schools were selected using criteria relating to DEIS status, gender, school size and type. Visits to these schools took place in February and March 2024 and involved focus group meetings with 51 junior and senior cycle students, 38 teachers and 23 school leaders. Students aged 18 years and over consented to their participation in the consultation with parental consent and student assent sought for school visit participants under the age of 18.

A written record of all discussions was made during the national consultation event and school visits. Data gathered through focus groups and school visits was anonymised, and all data from the consultation was stored as digital files in line with NCCA's Data Protection Policy (2023). The privacy of all participants has been maintained through anonymisation, except where an organisation has given explicit permission to be identified as contributing to the consultation. Individuals and organisations who consented to be named as participants in the consultation are listed in Appendix One.

A thematic approach was used to analyse the feedback and was framed by the guiding themes of the consultation. This helped to identify and analyse themes within the data gathered. A summary of the analysis is presented in Section Two of this report.

Consultation responses

The consultation process was extensive and wide ranging, with a large volume of feedback received through various sources, as outlined below.

Table 1: Summary of consultation participants

Mode of consultation	Overview of participants	Numbers
Online survey	Contributors including <ul style="list-style-type: none"> - Parents/guardians - Teachers - Students (2nd and 3rd level) - School leaders - Third level educators and researchers - Various organisations and groups working in the area of climate action and sustainable development 	88
Online submissions	Contributors including <ul style="list-style-type: none"> - Parents/guardians - Teachers - 3rd level educators and researchers - Various organisations and groups working in the area of climate action and sustainable development 	77
School based engagement	8 schools – 112 participants	Students - 51 Teachers - 38 School Leaders - 23
Consultation event	Attendees with a broad representation of those interested in CASD, including teachers, further education/third level educators, government agencies, and NGOs	35 participants

Section 2: Feedback from the consultation

This section presents an overview of the feedback received during the consultation. The consultation focused on gathering the open and honest views of the public in relation to the curriculum and assessment arrangements in the new draft specification for Leaving Certificate CASD. The consultation yielded a large number of responses with a wide spectrum of views and feedback. In general, the draft specification was well received by many stakeholders. The specification stood up well to scrutiny, with some helpful suggestions for improvement. It was judged to be needed, relevant, and appropriate for senior cycle education.

Having worked with young people on climate action, I truly believe this specification is ambitious and exciting and will appeal to many students. Its applicability to many future studies and careers is clear. It is inclusive and intersectional in the topics it addresses. The mix of teaching methods and assessment methods make it appealing and accessible to students with different strengths and weaknesses. (online submission)

It is lucid and expansive. Much solid, beneficial and tangible work and insight are evident. (online submission)

In contrast, some of the online responses to the consultation expressed strong critical views. Some respondents were critical of what they perceived as key implications of teaching young people about climate action, whilst others were criticisms and concerns related to teaching about the nature of action as outlined in the specification:

Excellent and relevant but the expectation that teachers will naturally know when and where to 'draw the line' [on the nature of action] in terms of avoiding increased climate anxiety will be wholly dependent on teacher training, pastoral care, etc. (online submission)

Detailed feedback is presented in this section under the following headings/themes:

- Overarching feedback
- Rationale, aims, and key competencies
- Teaching and learning
- Learning outcomes - clarity and coherence
- Additional Assessment Component
- Manageability and appeal of Leaving Certificate CASD
- Supports necessary for enactment.

Other areas which were not directly consulted upon, but which were considered relevant to the development of the subject by those participating in the consultation, are also presented in this section of the report.

Overarching feedback

The response to the draft specification was positive overall, albeit met with some polarised views. While some online respondents were occasionally neutral about some aspects of the draft specification, most were either strongly in favour of, or strongly opposed to, the introduction of Leaving Certificate CASD as a subject. The majority response from the school-based review and consultation event was, overall, very positive.

For those students, teachers, parents/guardians, and other stakeholders who welcomed the draft specification for Leaving Certificate CASD, they did so because:

- There was a feeling of excitement and positivity around the draft Leaving Certificate CASD specification and the opportunities it may afford students in learning about, for, and through action for a just and sustainable world. It was considered a 'brave' and 'timely' senior cycle offering.
- The values and principles underpinning the learning were seen as important, particularly the emphasis on hope, realistic optimism, effective action, the connection between local and global and student-led learning.
- Many acknowledged the unique integrated nature of the subject, drawing from a variety of disciplines, including geography and science but also social science.
- The opportunities afforded by the strands of study and learning outcomes, and the formative and summative assessment components in making the integrated and connected nature of Leaving Certificate CASD visible, were welcomed.

Contributors to the consultation who expressed concerns over the introduction of Leaving Certificate CASD did so for a variety of reasons:

- A degree of concern was expressed as to the capacity of teachers of any subject to deal with the affective domain, including their ability to manage emotional responses, to support the development of skills to cope with uncertainty, and their capacity to mitigate eco-anxiety.
- There were concerns of excessive duplication between the learning in Leaving Certificate CASD and what should be experienced by students in other subjects, in particular Geography, or the learning that should be experienced across the curriculum in an integrated manner.
- Some respondents expressed strong negative views about the introduction of Leaving Certificate CASD, taking the opportunity to express scepticism as to the existence of, or of human contribution to, climate change. Others expressed concerns about the focus on action in Leaving Certificate CASD, seeing it as an unnecessary politicisation of young people through the education system.

Rationale, Aims, and Key Competencies

There was strong support for the rationale and aims of the specification across the consultation. In particular, the emphasis on managing complexity, thinking critically and systematically, and realising the many benefits of place-based and outdoor learning, were considered important.

In general, feedback indicated that the emphasis on key competencies, and examples of the range of ways they might be realised in Leaving Certificate CASD, was welcomed. There were some points of feedback on the overall experience of senior cycle education and the need for balance in the experience of key competencies, as well as some specific points of note on how they might be experienced in Leaving Certificate CASD. For example, a number of submissions suggested that being creative was often represented within the draft specification as critical thinking, with little emphasis on the importance of other aspects of creativity, including artistic expression. A recurring point of feedback from online submissions was that the concept of “climate justice” should be more strongly positioned in the rationale and aims. Other submissions strongly advocated for reference to values and attitudes as part of the rationale and aims. Finally, a number of submissions suggested that the concepts of sustainable development and the inherent value of nature were underemphasised.

Teaching and learning

The draft specification identifies three aspects of teaching and learning for particular attention and provides guidance on each. These are:

- The nature of action
- The learning space
- The affective dimension of teaching and learning in CASD.

Many contributors welcomed the guidance on these three dimensions of teaching and learning, in particular the emphasis on student decision-making. A necessity to emphasise reflection on action emerged strongly from across the data and it was suggested that this be highlighted further in this section. This also emerged strongly in feedback on the Applied Learning Tasks (Strand 4) and the additional assessment component.

The action focus is both brilliant and brave. The potential benefits of the proposed focus on action, learning space and affective domain are enormous and would be really beneficial to students as they set out on their life journeys. The focus on action also brings significant challenges, but these can be effectively addressed with good planning and access to the appropriate resources. (online submission)

A degree of apprehension was expressed as to the capacity of teachers to manage the affective dimension. This apprehension was expressed by teachers, but also by agencies who have worked with teachers to help them mitigate eco-anxiety in their students. Whilst many across the consultation welcomed guidance on managing the affective dimension of learning in the subject, concerns were expressed in relation to the expectations this might place on teachers. It was also noted that learning in Leaving Certificate CASD could not be divorced from the wider school culture around sustainability and care should be taken against misalignment. Some students in the focus groups expressed concern that the actions they may learn about and take in Leaving

Certificate CASD may not be reflected in the overall culture of sustainability adopted within their school.

When commenting on the guidance on the learning space, concerns were raised as to the expectations of teachers. Recognising that not all schools have access to the same variety of learning spaces but, given how this is presented in the draft specification, it was queried whether this was an additional stress factor for teachers rather than having direct relevance to student learning. It was also suggested that interpretations of the learning space could extend to connecting students with local initiatives, businesses, and opening up the classroom to experts.

There was mixed feedback on the nature of action as outlined in the specification. Some commented that the guidance was narrow, confined to developing advocacy, and could lead to the selection of 'off the shelf' activities and solutions which fail to address issues in depth, including the consideration of cultural traditions which may have contributed to the development of unsustainable practices. Others suggested the need to develop empathy and understanding of the actions of others, supporting an engagement with just transitions. The concept of just transitions was frequently remarked as an important element of learning in the subject which should be incorporated into the rationale and learning outcomes.

A number of contributors were very critical of the emphasis on taking action outlined in the specification and its learning outcomes, as they do not see this type of learning having a place in post-primary education.

I object to the encouragement in this subject of calling students to be climate activists. (online survey)

Learning outcomes - clarity and coherence

Overall, feedback indicates the draft specification was perceived as a very clear document, with the learning outcomes and associated details in the 'students learn about' column bringing clarity to the expectations for student learning. In particular, teachers were satisfied they would have enough information to plan for teaching, learning and assessment in Leaving Certificate CASD. However, there were some concerns expressed about the detail in the 'students learn about' column. There was uncertainty from some as to whether what was listed in this section was a 'must do' or an 'example'.

A considerable number of respondents to the online and in-person aspects of the consultation stated that each of the first three strands were important, with each adding a particular and necessary dimension to student learning. Some specific suggestions were made across the consultation in relation to the strands which will be helpful to the Development Group in editing and refining the specification.

Strand 1: Earth and Planet

The Earth and Planet strand was seen as crucial for understanding climate change and taking informed action. It was suggested that the Anthropocene concept should be added to the learning. While some suggested the impact of humans on the environment is well explored, others argued that the negative impact on human health from climate change was less well understood.

Teachers at the consultation event questioned the accessibility of this strand to students at both higher and ordinary levels, highlighting the need for a high level of scientific numeracy.

Strand 2: People, Power, and Place

This strand was frequently referred to as 'interesting' for students. Quite a number of contributors felt that a global dimension was missing in it. A student group expressed their desire to learn about the global situation and considered the emphasis on personal behaviour here to be 'misguided'. They suggested those who hold power feed this narrative as opposed to tackling the wider issue of corporate responsibility. Many contributors felt the concept of power was insufficiently addressed in this strand and further consideration should be given to the power interactions that happen globally. A considerable number of contributors suggested the importance of avoiding reference to one sector in a negative way. It was seen as divisive and unnecessary to look solely at, for example, the agricultural sector in a negative light. It was suggested that a variety of sectors should be equally considered and, for balance, a variety of positive areas of focus were recommended.

Strand 3: Global Connections

Feedback on this strand suggested the need for a greater consideration of the necessary connection between local and global actions and the explicit linking of climate change and poverty. A suggestion recurred that sustainable development was underrepresented in the specification as a whole, and a learning outcome on sustainable development in this strand would be welcomed. References to media were broadly welcomed with some contributors suggesting there is a need to further develop media literacy through engagement with the concept of misinformation and how it is deliberately used to impact policy at national and international levels.

Strand 4: Applied Learning Tasks

The Applied Learning Tasks (ALTs) strand in Leaving Certificate CASD aims to integrate learning from the first three strands into a non-linear, integrated approach. However, feedback suggested that these tasks need clarification and may be seen as separate from the learning in the first three strands. Some contributors suggested removing or reframing tasks, while others suggested reducing the number of learning outcomes in the first three strands to allow time for students to reflect on action. Some participants believed that the ALTs should be integrated into the subject's teaching like in Computer Science, representing 'learning by doing' and avoiding them being treated as 'big assessment moments'.

Taking the example from Computer Science – it is linked to how you teach the course – there is an awful lot of value in the doing of the ALTs. (school leaders focus group)

Coherence within the specification

The specification emphasises a non-linear, integrated approach to learning, with ALTs providing opportunities for students to engage with learning across the first three strands. Feedback indicates that contributors welcomed the overall structure but suggested clarifying the opportunities for connecting learning across strands and the role of ALTs in this regard. Supports for further enhancing clarity included continuous professional development (CPD), supporting guidelines, and a repository of examples. Some submissions suggested re-ordering strands or learning outcomes, but others believed it might be beneficial to make connections between strands more explicit through professional learning and that learning outcomes should not be approached chronologically.

Additional Assessment Component

Feedback across all aspects of the consultation showed a satisfaction with the design of the additional assessment component, an Action Project, and overall agreement that it is an appropriate assessment for a subject of this kind. A number of general concerns were raised around the introduction of additional assessment components (AACs) across senior cycle, such as issues around the use of artificial intelligence (AI) and authentication of student work, as well as the need to consider an overall schedule of AACs to avoid assessment overload on students.

Specific to the Action Project, the main concern raised was around manageability and practicalities given the time allocation of 20 hours. There were mixed views on the 20-hour time allocation, which seem to be predicated on differing perspectives on what the scope of the Action Project might be. Based on the description of the Action Project set out in the specification, some contributors perceived it to be unmanageable in 20 hours. Others perceived 20 hours to be sufficient, as a large amount of the preparatory work in getting ready to undertake the project was experienced through engaging with the learning outcomes of the subject from the beginning of 5th year. Some commented that anything over 20 hours would be too much time to spend on a project, given the other learning to be engaged with in the course.

20 hours is nowhere near adequate time to meaningfully learn from the design and delivery of an action project. The AAC is a crucial element of the course and done well could consolidate students' learning and wellbeing. (online submission)

A lot of the learning and skill building is happening in the classroom – the 20 hours are a culmination of the skill building. (student focus groups)

Whilst there was general acceptance of the 40% weighting for the Action Project, some participants thought that this was insufficient given the nature of the subject. Typically, this view was linked to a perspective that the Action Project is more than just an assessment item, but rather a significant experience for students who study the subject.

This won't be a subject – it will become a passion – it [the AAC] should be 50/50% like music – it'll become embedded with how the subject is taught. (school leaders focus group)

Manageability and appeal of CASD

The feedback indicates that Leaving Certificate CASD is a subject that is expected to appeal to students and schools interested in climate action and sustainable development. Students appreciated the hands-on learning experience and the opportunity to interact with the subject in a way that considers their feelings and differing perspectives. Teachers and school leaders saw various entry points to engage with Leaving Certificate CASD, such as Green Schools, TY Modules on Global Citizenship Education, fast fashion, community engagement projects, nature-based learning, teaching outdoors, and school-wide engagement with the Sustainable Development Goals (SDGs). Feedback suggested that the action-based nature of learning may positively or negatively influence students to consider choosing Leaving Certificate CASD. Concerns were expressed over the appeal of Leaving Certificate CASD to students from diverse junior cycle experiences and the differences in continuity and progression depending on junior cycle curricular choices. Overall, people felt the breadth of areas explored in Leaving Certificate CASD were necessary and the specification was manageable, with some suggested amendments to the learning outcomes.

Supports necessary for enactment

The most common support identified as necessary for enactment was the upskilling of teachers through CPD. A range of areas were identified as crucial to successful professional learning, including:

- Integrating the ALTs into everyday teaching and learning
- Making the learning visible with concrete examples
- Supporting teacher understanding of how to engage with the learning outcomes and associated details in the 'students learn about' column
- Managing the affective dimension of learning
- Making connections across the subject.

Coupled with this, there were frequent calls for resources to complement CPD provision. To contextualise some of the learning in the specification, feedback suggested that teachers would benefit from a toolkit for teaching and learning. A digital repository of relevant ideas, examples, and case studies was frequently mentioned. Schools also identified the importance of resourcing to enable engagement with different aspects of the subject, such as nature-based learning and research. To enable engagement with this and other areas of the specification, it was advised that funding would be needed for a range of supports, including access to green spaces, data gathering equipment, ICT infrastructure, trips and excursions. Many contributors suggested that teacher allocations should provide options for team teaching, given that there may be no teachers currently in the system with the full range of interdisciplinary knowledge necessary to teach the subject. Others identified a necessity for schools to access data (e.g. from businesses looking to become more sustainable), connect with community groups, identify and access policy documents and interact with businesses. Again, hosting this type of information online was seen as difficult to manage but a necessary support.

Other feedback relevant to developments

The consultation feedback identified a range of perspectives relating to the interdisciplinary nature of Leaving Certificate CASD and the implications of introducing a new subject offering of this kind. There were mixed views on the role of Geography in teaching about climate action and sustainable development. While the intention was to develop a Leaving Certificate CASD specification with learning distinct from but also complementing other subjects, a small number of respondents, principally from the discipline of Geography, suggested that the learning detailed is not distinct enough from learning already provided for in Geography. Others, while broadly welcoming the inclusion of material on climate change, suggest that this material could be included in a revised Geography specification and questioned the necessity for the development of a 'new subject.'

I am pleased to see recognition of both climate change and sustainable development as global societal challenges in an educational setting. However, I see much of the content outlined in the document already central to the discipline of Geography – at least as it is taught internationally at second level and at third level globally, including in Ireland. (online submission)

Not all contributors from the geography community agreed. One submission suggested that Leaving Certificate CASD can be distinct from the existing Leaving Certificate Geography subject, with the focus more on 'planet Earth, its changed/changing atmosphere' and a focus on practical local and global solutions to support adaptation and change. Others questioned whether the inclusion of the subject at second level might impact on the uptake of Geography at third level, which would have an impact throughout the system. Some teachers who participated in the school-based review were of the view that the introduction of Leaving Certificate CASD could complement Geography, and other subjects:

It adds value and overlaps with Geography, science...I'd like to see students take this alongside other subject. (teacher focus group)

I think it's like how Physics and Applied Maths are similar the way this and other subjects like Geography are similar. It could be more appealing that they work together and learning the same things for both is appealing. It would help you study and take the pressure off. (student focus group)

The interdisciplinary nature of Leaving Certificate CASD raised a number of other questions for consideration in the consultation. The most frequently asked question was who would be qualified to teach the subject. This was linked with suggestions that team teaching might be both welcome and necessary for the early introduction of Leaving Certificate CASD to schools, in building teacher capacity and ensuring students get a well-rounded experience of the subject. Secondly, the status of the subject was frequently discussed in the school-based review. Teachers and school leaders were interested to know where the subject might 'fit' in their current curricular offerings. There was uncertainty as to whether the subject came under the banner of a science subject, an arts subject, or something entirely standalone. Similarly, the status of the subject for third level entry was also questioned. Feedback from the consultation suggested that a body of work may need to be done in communicating information about Leaving Certificate CASD to schools and parents/guardians, incorporating key messages about the status of the subject, the benefits of studying it for students and the ways in which it may support and complement other curricular offerings.

Section 3: Considerations and Conclusion

Considerations

Overall, the draft specification for Leaving Certificate CASD was very well received and the consultation fulfilled its objective of initiating discussion and debate on key aspects of the design of the new subject.

The consultation did yield feedback which will be considered by the development group when finalising the specification for Leaving Certificate CASD.

Issues raised for consideration in this context include:

- The need to build on and strengthen learning connections across the strands and the role of the ALTs in this regard
- Incorporation of appropriate edits to each of the strands to enhance realisation of the aims of the subject, whilst maintaining the welcomed clarity provided by the structure of the specification, the detail in the learning outcomes and the 'students learn about' column
- Consideration of how the description of the AAC can address perceptions around manageability, whilst adhering to the welcome design of the component
- Consideration of appropriate supports for enactment.

Conclusion

The consultation process was very informative. The engagement of those who participated in the consultation is acknowledged and NCCA is grateful for the open, honest, committed, experience-based and expert feedback received. Consultation feedback indicates there are very positive views on the draft specification, while acknowledging that provision of professional learning, supports and resources are fundamental to successful implementation. The high level of teacher input to the consultation is gratefully acknowledged and the positive response from teachers indicates a sense of optimism about the opportunity to introduce this new subject to the Irish curriculum.

References

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Appendix One: List of Contributors

The following is a list of individuals and/or organisations who responded to the consultation, that wished to be listed in this report.

Airfield Estate

An Taisce

An Taisce Education

Centre for the Advancement of STEM Teaching and Learning (CASTeL) DCU

Climate Action Short Course

Co-Centre for Climate +Biodiversity+Water (input from Prof. Yvonne, Buckley, Prof. Mary Kelly-Quinn, Prof. Iris Moeller, Assoc Prof. John O'Sullivan, Assoc. Prof. Diarmuid Torney)

Community Gardens Ireland

Department of Agriculture, Food and the Marine and the Department of Environment, Climate and Communications

Discipline of Geology, School of Biological, Earth and Environmental Sciences, at University College Cork

EcoEd4All and Eco Advocates

EcoEd4All, ECO-UNESCO, Susan Adams Education for Sustainability, Education Support Centres

Climate Action Group, Global Action Plan Ireland, Irish Schools Sustainability Network, Michael Grehan Teacher Junior Cycle Climate Action Short Course Belvedere College, WorldWide Global Schools.

ECO-UNESCO

Education for Sustainability

Feminist Communities for Climate Justice (National Women's Council & Community Work Ireland)

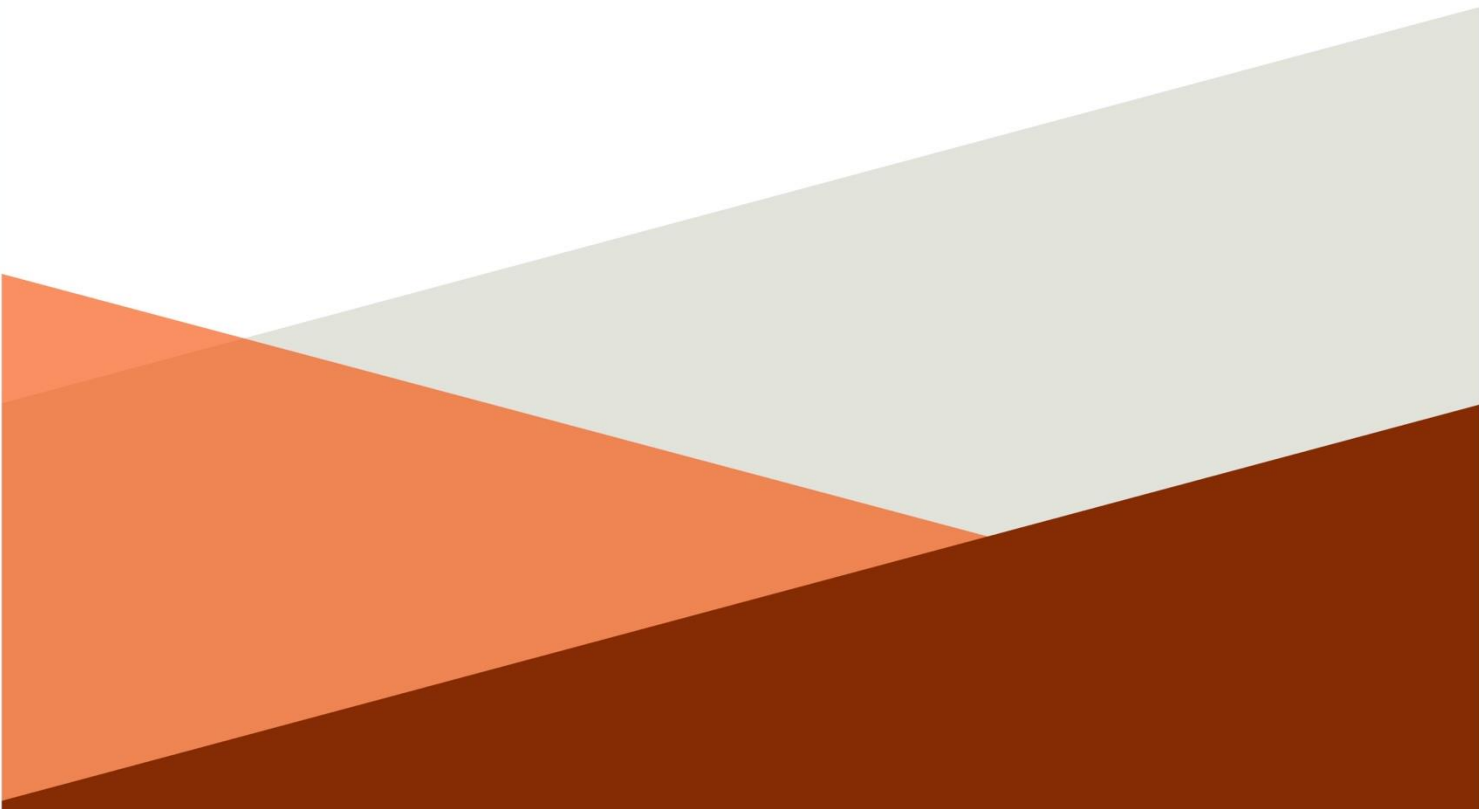
Galway National Park City initiative

Geographical Society of Ireland

Geological Survey Ireland, a division of the Dept. of the Environment, Climate and Communications,

Global Action Plan

Go Vegan World
Green Foundation Ireland
HSE National Cancer Control Programme
iCRAG - SFI Research Centre in Applied Geosciences
Institute of Geologists of Ireland (IGI)
Irish Agroforestry Forum
Irish Apple Growers Association
Irish Climate Science Forum (www.ICSF.ie)
Irish Co-operative Organisation Society
Irish Development Education Association (IDEA)
Irish Doctors for the Environment
Irish Farmers Association
Irish Planning Institute
Irish Schools Sustainability Network
Just Forests
Kinvara tidy towns
National Association of Principals and Deputy Principals – NAPD
National Parents’ Council
Natural Capital Ireland
NatureNorthWest
Rotary Ireland
RWE Renewable Ireland
School of Education, University of Galway: Kathryn Moore, Dr Brenda Gallagher, and Vicki Donnelly Staff. Kevin Crowley, John Feeney, Sophie Leach, Liam McInerney & Naomi O’Leary Students
Society of Irish Foresters
Students Climate Action Network
The Beef Plan Movement
The Centre for Human Rights and Citizenship Education, DCU
The Climate Academy ASBL (non-profit, based in Belgium)
The Heritage Council
The Sustainable Energy Authority of Ireland (SEAI)
Education and Public Engagement teams on climate action and sustainability, collective submission - Ann Devitt: Associate Professor of Language Education at the School of Education in Trinity College Dublin Amanda Mathieson: Public Engagement, Education and Communications Manager, at Biorbic SFI Centre, UCD Aoife Deane: Communications and Public Engagement Manager at MaREI SFI Centre, UCC Daniel Ferrick: Education and Public Engagement Manager at CONNECT SFI Research Centre, Trinity College Dublin Grace D’Arcy: Engagement Programme Manager at CONNECT SFI Research Centre, Trinity College Dublin Mairead Hurley: Assistant Professor in Science Education, School of Education and the Science and Society Research Group Trinity College Dublin
Trócaire
Ubuntu Network
UCD Forestry Programme
VistaMilk SFI Research centre
Wind Energy Ireland
WorldWise Global Schools (Irish Aid's Programme for Global Citizenship Education in Post-Primary).



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